



SAMPLE LESSON PLANS

Health Smart Virginia - Sample Lesson Plan

Grade 4 - ATOD Use Prevention

Unit 2

SOLs:

- 4.1.l** Compare the short and long-term consequences of alcohol, tobacco, inhalant, other drug use.
- 4.1. m** Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, inhalants, and other drugs.
- 4.2.e** Describe why individuals choose to use or avoid alcohol, tobacco, inhalants, and other drugs.
- 4.2.f** Describe the effects of peer pressure on use of alcohol, tobacco, inhalants, and other drugs.
- 4.2.g** Demonstrate refusal skills.
- 4.3.d** Analyze prevention resources for avoiding alcohol, tobacco, inhalants, and other drugs.
- 4.3.e** Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs

Title: Alcohol Use

Objectives/ Goals:

- The student will examine the short and long term consequences of alcohol use
- The student will identify and practice verbal and nonverbal communication skills to resist/refuse alcohol
- The student will describe why individuals choose to use or avoid alcohol
- The student will analyze prevention resources for avoiding alcohol
- The student will discuss the importance of refusal skills in saying no to alcohol

Materials:

- PowerPoint: 4th Grade All About Me Alcohol
- Worksheet: Alcohol Interview
- Worksheet: Practicing Refusal Skills
- Marker for each student
- 6-8 poster boards with an alcohol related images in the center of each (examples include: preteen smoking a cigarette, preteen vaping, pregnant woman smoking, adult smoking with child (second hand smoke), throat cancer, mouth cancer, graphic cigarette labels (these are being used in other countries to decrease smoking rates))

Procedure:

Step 1	Using the Powerpoint as a guide, begin the lesson by reviewing the topic of the lesson on slide 2
Step 2	<p>Slide 3: Introduce the alcohol lesson with an activity. Prior to the activity, create the 6-8 poster boards outlined in the materials. Provide each student a marker. Place the poster boards around the class.</p> <p>How to administer: Place students in small groups. Upon the teacher's command, students will go to a station with a poster board and an alcohol-related image on it. For 1 minute, students will write comments on how that image makes them feel or previous knowledge about the picture. Students can comment on someone else's comment also. Students will collaborate with team members as needed. Upon the teacher's command, students will rotate to another station. Students will complete all stations and posters will be shared as a class.</p> <p>Allow time to highlight posters and debrief about the activity.</p>
Step 3	Slide 4: As a class, read the scenario, What Should I Do? Allow students to share their answers.
Step 4	Slide 5: Discuss the short-term consequences of alcohol use. Show video clip to reinforce consequences.
Step 5	Slide 6: Discuss the long-term consequences of alcohol use. Students may want to share stories of family members or loved ones affected by alcohol.
Step 6	Slide 7: Review risky behaviors that have been associated with early alcohol use. Students may want to share stories of loved ones.
Step 7	Slide 8: Introduce the topic of responding to peer pressure. Show the video clip to emphasize the importance of developing their own voice.
Step 8	Slide 9: As a class, read the scenario, What Should I Do? Allow students to share their answers.
Step 9	Slide 10: As a class, read the scenario, What Should I Do? Allow students

	to share their answers.
Step 10	Slide 11: Ask students to read the three questions and think about their response. Share responses with the class.
Step 11	Slide 12: Ask students to think of a time that they were successful in saying no to peer pressure. Allow students to share.
Step 12	Slide 13: Discuss how to say no using body language. Allow students to compare the body language of the two animals in the slide. Allow students to practice assertive body language (good posture, eye contact).
Step 13	Slide 14: Discuss strategies to responding to peer pressure. Allow students to practice using the examples on Slide 14 with a partner. Allow for volunteers to perform for the class.
Step 14	Slide 15-17: Practice as a class. Allow for all students to think quietly of a response to the pressure line. Then, call on students to respond.
Step 15	Slide 18: Discuss resources available for students if they have questions. Allow students to share a trusted adult (teacher, parent, neighbor, grandparent, school nurse, doctor, etc.) that they would talk to if they had questions or needed help with refusal skills.
Step 16	Slide 19: Pass out the worksheet: Practicing Refusal Skills. Students will need to reference Slide 19 while working on the worksheet. Review their responses as a class.
Step 17	Pass out the homework assignment: Alcohol Interview, and review the expectations.
Step 18	Slide 20: End the lesson with a classroom energizer.

Assessments, References & Sources: Mary McCarley, 2018

Alcohol Interview

Directions: Interview a parent, guardian, or loved one on the harmful effects of alcohol use. After the interview and discussion, write their response in your own words.

Growing up, did you have friends or loved ones who were negatively impacted by alcohol use? How were they impacted?

In your opinion, what are the consequences of drinking alcohol?

What advice do you have for someone my age about alcohol?

Student: Write a short reflection thinking about the experience of talking to your parent, guardian, or loved one about alcohol. How do you feel? What did you learn?

Parent Signature: _____

Practicing Refusal Skills

Directions: Use the methods for saying "No" to respond to these pressure lines.

Pressure	Refusal Method	Refusal Response
"We are skipping class to go drink. Come with us. It will be fun and you won't get in trouble."	1. 2.	1. 2.
"Are you going to make me drink alone? It will be more fun drinking together"	1. 2.	1. 2.

“Just one beer won’t hurt you. Everybody is drinking.”

1.

2.

1.

2.